



Indiana
Department of Education

Region 3

Outreach Division of School Improvement

Important Dates

WIDA Assessment	1/21/15
Indiana Conference on Learning	2/26/15
ISTEP+ applied skills begins	3/2/15
IREAD-3	3/16/15
ECA (Spring)	4/20/15
ISTEP+ part 2	4/27/15

Special points of interest:

- ◆ Student Advisory Council applications due January 16
- ◆ College— and Career— Ready Assessment Experience
- ◆ Differentiated Instruction—look for strategies for principals
- ◆ Family & community Engagement Information

Welcome Back!

Hello to everyone! For this newsletter, I would like to welcome your NEW Outreach Coordinator, Jeff Gibboney, who will be starting with IDOE on January 20. Jeff was the former principal at Eminence Schools and has worked closely with me over the past year on many tasks, including monitoring, Acuity, and data analysis. With his first hand knowledge of the goal of Outreach, he will be a great partner for you. He will be reaching out to you when he is officially here and we will be visiting some places together. Regardless, please let me know if I can assist in any way.

For this newsletter, I want to highlight some important messages, but also provide focus on differentiated instruction.

Heather

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Click the box to take you to the Indiana Department of Education Youtube Channel. Subscribe to see more videos.

Student Advisory Council

Student Advisory Council: The Department of Education is now accepting applications from juniors and seniors through January 16, 2015 to join Indiana's first Student Advisory Council. Twice per year, the Student Advisory Council will have a meeting with Indiana State Superintendent Glenda Ritz to discuss issues in K-12 schools from a student's perspective. Each Indiana congressional district

will be allotted one representative, and another student will serve as an at-large representative for all schools in the state. Information regarding the process for applying can be found in the [Student Advisory Council's application \(link is external\)](#), and information regarding the functions and organization of the council can be found in the [Student Advisory Council's charter\(link is external\)](#).

Please send any questions about the application process or the council to studentadvisorycouncil@doe.in.gov([link sends e-mail](#)).

Experiencing College– and Career– Ready Assessment

To be prepared for the 2015 [College and Career Ready Assessment](#), all teachers should be aware of the experience. At this site, you will be able to access the Experience, Power Points, and guides.

Observing for Differentiated Instruction in ALL classrooms

As a building principal, it is critical that teachers are observed frequently to ensure that tier 1 instruction (core instruction) is differentiated. Differentiation does not start with tier 2 or 3 interventions, but it starts in the classroom during core instruction. It is important to note that differentiated instruction is not just for lower level students. Higher achieving students must also be part of the process to ensure student growth in a deeper, more complex way. From our summer book study in *Leadership for Differentiating Schools & Classrooms* by Carol Ann Tomlinson and Susan Demirsky Allan, the authors suggest that differentiated instruction can occur in three ways:

BY CONTENT—Content consists of facts, concepts, and skills needed for students to understand the subject. Students should equal access to the content. Are teachers clear about what the students need to be able to do? Do teachers use alternate resources and scaffold instruction? Do they pre-assess students and provide readiness opportunities?

Strategies to watch for:

- Use of manipulatives
- Multiple reading levels utilized with students
- Teachers presenting in multiple ways
- Small group instruction that includes scaffolding and reteaching

BY PROCESS—Process is how students make sense of their learning. Teachers can think of this as what “activities” are they providing to help students understand the content.

Strategies to watch for:

- Teacher provides varied options at differing levels of difficulty
- Teacher provides different tasks for students to complete based on student interests
- Teacher provides different amounts of support to students
- Student choices

BY PRODUCT—Products are items that students produce to demonstrate learning. Products should be varied and differentiated as well as content and process, which means that students are not all completing the same thing to show mastery of a skill. However, the products should still require students to think about what they have learned and apply their new knowledge.

Strategies to watch for:

- Students design their own products to show learning (portfolios, exhibition, etc.)
- Students express learning in multiple ways
- Varied working arrangements (partners, independent, group)
- Products are leveled for varying degrees of difficulty

- Wide variety of assessments utilized
- Teacher uses rubric for whole class and individual work.

How can YOU help your teachers implement differentiated instruction?

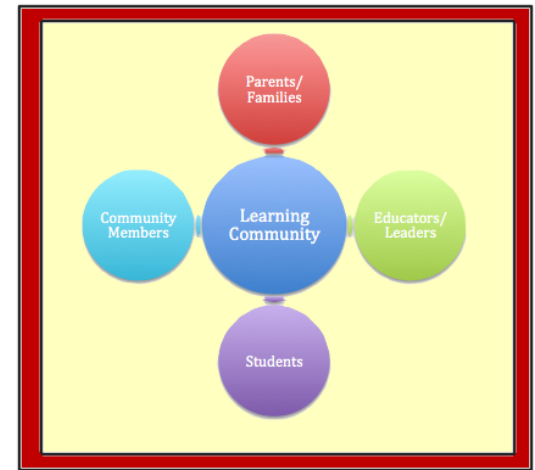
- Provide a clear expectation to teachers
- Develop a walk-through observation tool that captures your expectations
- Utilize a structured lesson plan and evaluate instructional design
- Provide focused and targeted PD to improve practices
- Observe for implementation of practices through regular walk-throughs and provide feedback to teachers
- Provide collaboration time between specialists/generalists for planning and learning
- Involve parents to develop understanding
- Be persistent—it takes time to implement this initiative fully.

Family & Community Engagement Information

The IDOE Family and Community Engagement initiative is being rolled out in January 2015. The vision of the FACE initiative is to assist the Division of School Improvement with an intentional approach to family and community engagement. Our mission is to serve all Indiana schools, including Focus and Priority Schools, with improving their family and community engagement initiatives. In addition to identifying and designating applicable schools as “Family Friendly,” we will create and share a statewide framework for Family and Community Engagement.

If you have any questions or in need of additional support in the area of Family and Community Engagement, please contact:

Leroy Robinson
 Director of Family and Community Engagement
 lrobinson@doe.in.gov
 Phone: 317-234-5663



Resources & More

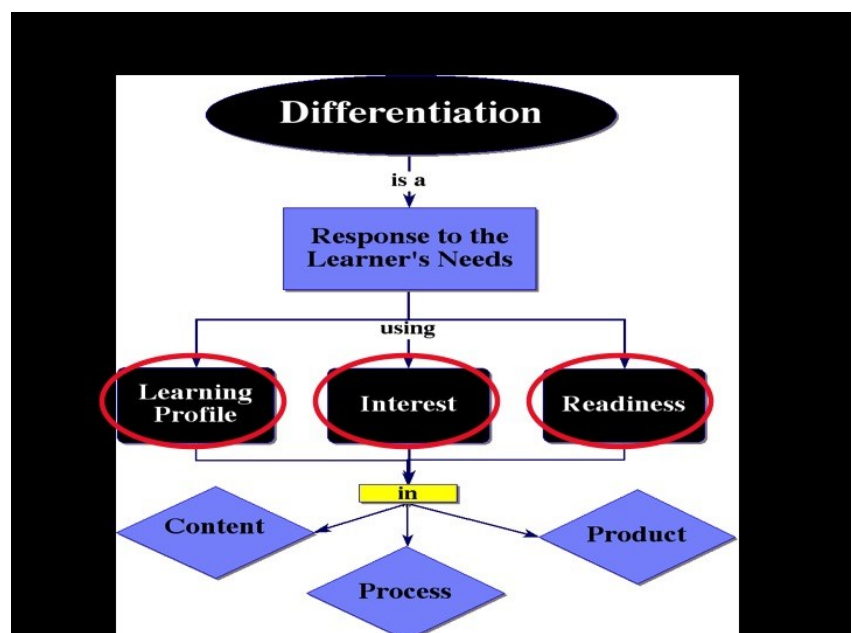
Check out the [Outreach page surrounding Turnaround Principle 8](#)—Effective Family and Community Engagement. There are tons of resources and documents that will provide extra guidance and support.

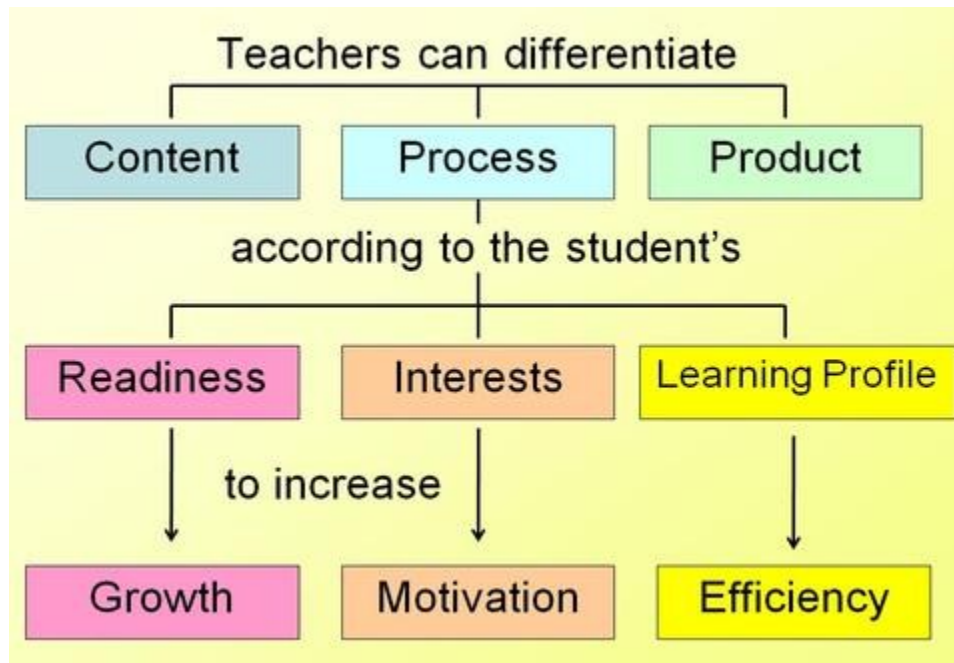
Effective Instruction resources can be found on the [Outreach site for Turnaround Principle 3](#). Differentiated Instruction resources are also included.

West Central Indiana Education Service Center— see [here](#) for workshop opportunities

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WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:

